

6 month reporting date 10/09/03
 12 month reporting date 04/09/04
 Closed 08/27/04

Clark School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The review team found that the district has not ensured parental input into the evaluation process. The district does have a form for obtaining parental input. However, in 8 of 15 files reviewed no documentation was found to support parental input into the evaluation process. Interviews with staff indicate that the form is sent to parents but not always returned. Prior to the evaluation, special education staff makes contact with families for input either by phone or in person, but these efforts are not documented.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Parents will be given the opportunity to provide input into the evaluation planning process.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All student evaluations conducted will include documentation of parental input.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>What will the district do to improve? With every prior notice sent out, a parent input form will be included for parents to fill out and return to the school district. This parent input form will be used to gain information from the parent(s) concerning their child's upcoming evaluation. If the parents do not return the form, this will be documented on the parent permission to evaluate. This information helps the school district out before, during, and after the evaluation process.</p> <p>What data will be given to OSE to verify this objective? The district will submit the number of students who have had an initial or re-evaluation assessment along with the number of parent input forms that were sent to gather input and how many were returned.</p>	<p>Sept. 2003 and ongoing</p>	<p>Case managers</p>	<p>10/6/03</p>	<p>Met June 04</p>

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Please explain the data (6 month) Parent input forms are included with prior notices.				
Please explain the data (12 month) All students that have had an initial or re-evaluation assessment had parent input forms sent. When parents did not return the form, it was documented on the parent permission to evaluate.				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The IEP team is required to address the transfer of rights to a student one year prior to turning eighteen. The review team noted in 4 of 8 files where the process should have occurred students were informed of the transfer within a shorter timeframe.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that students with special needs and parents are informed of transfer of rights at least one year prior to turning 18.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will develop a system to ensure students with special needs receive information regarding transfer of parental rights at least 1 year prior to student's 18 th birthday.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? By September of each year the case manager will identify all students with special needs who will be turning 17 that year. At each of those student's IEP meeting the case manager will explain the transfer of parental rights. What data will be given to OSE to verify this objective? The district will submit to OSE the number of students with special needs who turned seventeen that year and how many meetings were held prior to their 17 th birthday to explain transfer of parental rights.	Immediately/ ongoing	Case Mangers	9/1/03	Met Aug 04

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Please explain the data (6 month)

A list of all students turning 17 has been compiled showing when students need to be informed of transfer of rights. All students IEP dates are before their 17th birthday. There are 7 students who will need transfer of rights addressed. One has been completed to date.

Please explain the data (12 month)

During the 2003-04 school year, 5 students turned 17 and were notified of the change in Parental Rights at age 18. One student will turn 17 during the current school year. He will be notified of his change in Parent Rights during his three-year re-evaluation in September. He turns 17 in December.

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

In student IEPs where transition was addressed the IEP did not consistently provide information as to who would be responsible to carry out the activities/goals nor were dates given as to when activities would be initiated or completed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Student will be provided with appropriate transition services that lead to his/her indicated transition outcomes

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

In the students IEP when the transition page will reflect services/skills needed by the students, title of personnel/agency responsible, date initiated and date completed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? Case managers working with students with special needs who are 14 or older will meet with the NE Coop transition specialist to review transition services.</p> <p>What data will be given to OSE to verify this objective? The district will submit the date of the meeting and who was present to the OSE.</p>	<p>Immediately/ ongoing</p>	<p>Case Manager And NESC transition specialist</p>	<p>9/24/03</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) A workshop was given by the NESC transition specialist, Brenda Boyd on Sept. 24, 2003. Sara Hoogheem and Susan Schmit were in attendance.</p>				
<p>Please explain the data (12 month) Brenda Boyd met with parents of transition age students.</p>				
<p>2. What will the district do to improve? All students on IEP's who are 16 and older will have addressed in their IEP all services/skills needed and the title of personnel/agency responsible to carry out these goals. Dates will be inclusive for each activity.</p> <p>What data will be given to OSE to verify this objective? The NE Coop transition specialist will check three files of students with transition needs and ensure all areas are done appropriately.</p> <p>The district will submit to the OSE the number of students who have turned 16, and how many of these addressed all areas of transition appropriately.</p>	<p>May 2003 ongoing</p>	<p>NESC Transition Specialist And Case Mangers</p>	<p>9/24/03</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Brenda Boyd, Transition specialist at the NESC reviewed several files and plans on meeting with the sophomore students and parents.</p>				

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Please explain the data (12 month)

Brenda Boyd met with transition age students and parents. Nine students who turned 16 or are older, have had transition plans developed. 100% of the IEPs had transition appropriately addressed.